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This project will focus on increasing the quality of education and human relations to foster real understanding across racial lines. A series of closely related programs will attempt to help disadvantaged children develop the skills, knowledge and attitudes necessary for future success. Integration in depth will be fostered by common social activities and educational activities among students, school personnel and parents.

Included are inter-school activities, teacher in-service education, and cooperative projects with community agencies. A regional demonstration laboratory will be set up to conduct experimental programs in educating disadvantaged students, with the assistance of the University of California. Full-time planning personnel who are specialists in urban affairs will be assigned to schools. Emphasis will be on technical and vocational education, use of teaching fellows, and in-service education. A Parent Education Experimental Program will include training teachers to work with parents. The Scholarship Development Program will work to identify students with potential, assist them in educational and career planning and in finding scholarship assistance. Development of mass communication services will include education via closed circuit television and video tape recorders. The Basic Educational Skills Training Center will serve recent or potential high school dropouts, offering intensive vocational guidance and a core curriculum on a part time basis. An intensive attack on the dropout problem will consist of curricular experimentation and improved counseling systems. Massive health services will conduct educational health and referral services in and out of school sites.

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OAKLAND PUBLIC SCHOOLS
Special Urban Educational Services

A BOLD VENTURE
INTEGRATION IN DEPTH WITH STUDENT POPULATIONS

INTRODUCTION

A strong educational program is society's most effective tool for equalizing the conditions of men and for mobilizing the untapped creative potential within men. The programs which the school offers, as the sensitive balance wheel of social machinery, provides for the impoverished of the urban communities the greatest opportunity to break down the cultural barriers which inhibit their capacities. The Negro, especially in this group in the center city, finds that entrance and advancement into the mainstream of American life is limited by an inadequacy of preparation to meet the challenge of the urban milieu.

Even if the school could, by some miracle, positively reduce the negative effects of cultural dissimilarity in the present schoolage youth it would take a generation prior to such effects reaching maturation. The pace of our society is such that rewards must be immediate for any school program envisioned today to aid the disadvantaged youth. We cannot afford to wait until the present crop of kindergarteners reach social maturity.

Educational programs of the urban cities must consider the effect of de facto segregation and the possibilities for integration. Though de facto segregation may be virtually impossible to alter by school programs, under present conditions, integration can be effected. Integration is vitally important for Negroes and caucasians. It is the caucasians who must learn to live in a world in which they are indeed the minority.

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PURPOSE

It is proposed to provide, in the ensuing five years, the development of a positive program, on-going at the school site level, which will prevent the continued separation and deterioration which exists among various ethnic groups in urban centers. Increased quality of education and human relations will be the focii of this project. This will be brought about through a variety of separate and discreet programs which in their totality will center upon and direct attention to real understandings across racial lines. In particular the following objectives deserve emphasis:

1. To promote the optimum development of each individual,
2. To help each individual, regardless of race, color, or creed, to achieve fullest participation in our political, social, and economic life.

To achieve such goals, the Oakland Unified School District has a difficult task. It must concentrate on cause not symptoms. Education should develop more than the power of the intellect; it should, in addition infuse the youth with a commitment to the brotherhood of man.

RATIONALE

When predominantly Negro schools are brought up to the level of the very highest achieving schools in the city, then the child's performance will no longer reflect his circumstance of birth. It will not be reflected by family income, social status, or ethnic group or color. The interest will be less in what the child is than what the child can become. The aim will be to provide whatever materials and techniques needed to develop the child's intellectual abilities to the fullest potential capacity.

To increase the effectiveness of disadvantaged children to develop the skills, knowledge and attitudes so essential to future success, and to strengthen the existing educational offerings, a series of closely related school programs will be put into effect in conjunction with other phases of a comprehensive program. The educational components of the program are enumerated in the paragraphs which follow.

A. Integration in Depth with Student Populations

Complex personal and social problems prevail among students and parents in the lower socio-economic neighborhoods. Too frequently the motivation of students and the aspiration level of parents is exceedingly low. Work will be centered upon students, school personnel, and parents in areas of common social activities. Specific attention will be given to the ways in which quality education will contribute to integration. Meaningful integration will lead to genuine contact, to real communication with and understanding by each group of the other. Student patterns of leadership, participation, and associations will be studied to gain information about and evaluate the various group-life dimensions of the school. A special effort will be made to study the conditions and results arising from the district's "open enrollment" policy.

There will be developed a variety of effective educational activities to promote good human relations. Leadership will be provided to administer, supervise and support the programs in human relations. School personnel will be selected, trained and assigned at each school site to carry out human relations programs of:

Classroom activities

School activities

Inter-school activities

System-wide activities

Curriculum development activities

Teacher inservice education activities

School and community activities

1. Cooperative projects with community agencies
2. Parent groups
   a. Home and school associations
   b. Adult education and other extensions of the school.

B. Regional Demonstration Laboratory

A laboratory region and school will be established to conduct experimental and demonstration programs with the education of in-migrants and disadvantaged students. There will be a cluster of elementary, junior and senior high schools in the region. The present administrative pattern for the demonstration laboratory area will be reoriented to complement the needs and purposes required by this effort.

Early encounters and discussions with various departments of the University of California on this collaborative effort have been marked by a high degree of reception and enthusiasm for the ideas brought forth. Presently, there are positive responses that this project will receive great cooperation from the School of Education and the academic departments of history, speech, English, mathematics, chemistry, and physics; the School of Criminology, the School of Public Health, and the School of Social Welfare. Some of the most famous scholars of the University the Nobel Laureates, have indicated their desire to cooperate in such a project.

Among the many other implications of such a joint endeavor will be those for teacher education. Already considerably involved in special programs for training teachers to perform in culturally disadvantaged areas, the School of Education is interested in the Regional Demonstration Laboratory for additional and special "honors" programs for students who are academically and creatively gifted.

The possibility of establishing a television relationship between the Regional Demonstration Laboratory and the University campus brings into focus the ability of marshalling the facilities of the University, and its specialized programs to bear upon the problems presented for solution.

The same relationship which normally exists between a university medical school and the parent university will be established for the Regional Demonstration Laboratory proposed and the University of California.

The University of California and the Oakland Public Schools will unite with all the resources at their command, to realize the fullest educational development of the students in the Regional Demonstration Laboratory. To accomplish this, support will be made available from all learning disciplines. They will weld together a cohesive comprehensive, unifying, attack on the totality of the community problems in the Laboratory area.

Consultative, resident, and itinerant services will be required from the University of California. Liaison forces will be established with the other community agencies. Supportive services will be enlisted from non-school agencies including: Oakland Public Library, Oakland Recreation Department, Regional Park District, Area Redevelopment Agency, and the Alameda County Departments of Health, Welfare, and Probation.

C. Use of College and Professional Staff on School Sites

Specialists in urban problems will be housed at and operate from school sites. They will be full-time planning personnel who will give close inspection to action programs. Their staff function will be in building sensitivity to, developing commitmants from, and communicating ideas between the various groups and agencies involved.

A nationwide canvass will provide the variety of college and professional specialists competencies mandated by the scope and promise of the problems. Time will be allocated for professional study with school site personnel and resolution of particular problems at the local level. Substitute time will be made available, in order that school personnel may be temporarily or periodically released from their normal academic responsibilities.

Consultants on special assignment at urban educational services. An effective approach demands the application of all possible resources. The services rendered will develop change of some of the negative characteristics on the schools involved. The following may be considered as a general expression of the possible outcomes:

a major effort in the area of technical and vocational education

use of interns and teaching fellows

inservice education based broader than the school system

offering courses and services which will make the school attractive to students from throughout the district.

D. Parent Education Experimental Program

This is a cooperative effort between the Oakland Public Schools, University of California and the City of Oakland's Department of Human Resources.

The new approach here is based on an involvement of parents in the teaching process. The P.E.E.P. program includes plans to train teachers to work with parents so that they are able to impart rudimentary techniques to the parent which they may use in carrying out the role as prime education of children.

E. Scholarship Development Program

Many students with potential for post high school education do not continue simply because of the lack of known funds for support. Current available scholarship funds are often not administered so as to maximize their efforts upon recruiting qualified students who are undecided about entering college.

The need exists for the development of funded opportunities for college preparation and college attendance. There are many students in the Oakland high schools who could benefit from post high school education. This is especially true among the minority group students.

It is proposed that a special scholarship program be initiated which would have as its purpose the recruitment of students from among those with potential but will probably not take post high school education.

This program will provide a special counseling service directed toward the aggressive recruitment and orientation of talented and disadvantaged youth for attendance in institutions of higher learning. Follow-up services for these students will be included in the proposal as well as the provision of financial aid to those that need it. Volunteer efforts will be organized so as to eventually match and sustain the financial burden of the scholarship program independently.

The following steps will be undertaken to implement the program:

1. Identification, as early as possible, of students with potential. It is desirable to identify as early as the ninth grade. Initially, students in the eleventh and twelfth grades will be identified.
2. Intensive career planning and the establishment of realistic educational life goal objectives.
3. Intensive counseling toward the educational objective during the high school career.

4. Making scholarships available from among this group.
5. Preparing the students selected for college by means of a college readiness program. This program is to be conducted at such times as is available during the school year and during the summer.
6. Developing a system of grants-in-aid for students who are interested in and capable of other types of post high school training such as junior college terminal courses, technical and/or semi-professional training.

F. Development of Mass Communication Services

Television is the most recent device to bring the outside world into closer contact with the classroom. Educational television is entering its second decade. There is no longer any serious doubt that pupils learn efficiently from instructional television. Though it has been used in demonstrations at all grade levels, from kindergarten to college, many questions about its use are still unanswered such as:

At what levels and in what fields is E.T.V. most useful?
What combination is best with E.T.V. - explanation, reading, drill, use of students in the picture, viewing at home with the family, repetition of the lesson, etc.

These are but some of the questions which badly need answering.

1. E.T.V.

The Oakland Public Schools have limited access to one mode of television available for systematic instruction - Channel 9 (K.Q.E.D.), a non-commercial, ground-based, VHF station.

There is a background of experience with the school preparing and contracting for specific teacher advancement and inservice instruction via E.T.V. A variety of more general programs are beamed from the station and Oakland shares in part of the costs based on the number of schools and enrollment.

1. continued

At present the principal uses of E.T.V. in Oakland are found in the elementary schools.

Every elementary school has at least one television receiver and can receive programs from Channel 9 (K.Q.E.D.). E.T.V. can be used effectively where the great numbers of children involved make special television programs economically feasible. The wide variations in the student's abilities and interests adds to the value of E.T.V. as a way of enriching the resources that are available for each child.

2. Close Circuit Television

There is no C.C.T.V. system operating in the Oakland schools today. The educational opportunities,the flexibility, and the impact in the promise of this tool should be made available to vast numbers of our school population.

Clusters of schools could be linked together, or to those with special or unique facilities, such as the Chabot Science Center, and the University of California.

Linkages could be made around clusters of elementary schools, between elementary schools and the neighboring or a more distant junior or senior high school.

Opportunities would be available for C.C.T.V. within the confines of a single school. The multiplicity and variety of simultaneous transmission seems inexhaustible.

The best teaching, demonstrations by specialists, new program presentations, live and dramatized content, animated material, plus the resources of the local communities and the expanding interest and depth of the entire University of California system will become ultimately at the fingertips of every child, teacher, and parents in the area.

3. Video-Tape Recorders

The new lightweight, mobile video-tape recorder lends itself to effective preservation of vital "teaching moments." This new legend of human activities can instantaneously record and reproduce visually that which has just taken place. Its use in combination with E.T.V. and C.C.T.V., help complete the circle of dramatic equipment which can operate easily in the context of the "life style" of the disadvantaged.

The retention factor, of important events gives promise of its use, together with a library of such material for easy retrieval of an important event or events such as is presently found in audio-visual film libraries. Capturing that which is important today, with immediate playback possibilities, offers new vistas for the education of the disadvantaged.

Junior and senior high school students in Oakland are seriously in need of planned, systematic opportunities for television instruction in any one or combination of transmission modes. The possibilities and the impact of this educational tool should not be overlooked in a comprehensive demonstration program.

G. Basic Educational Skills Training (BEST) Center

Children with negative influences in their environment are often retarded academically, and in many cases never achieve adequate mastery of reading or other basic skills. At the high school level, many drop out of school, terminating their education before they are adequately prepared for the world of work. Failure to succeed at school or at securing employment, coupled with personality maladjustment and deviant behavior, generates further dissipation of their talents and often into greater difficulties with society and its agencies.

It is the purpose of this proposal to operate guidance and adjustment centers. The students will be selected from the ranks of those youth who have involuntarily or voluntarily dropped out of junior or senior high schools. Approximately 20 to 40 students are expected to attend each center. It is the intent of the school program to provide guidance and counseling programs flexible enough to meet the challenge of this "hard core" group. To permit and encourage the return or reentry into regular and more standard educational programs as well as continuation education, classes in remedial English language, history and mathematics will be provided. Further, the BEST Center is seen as an alternative in the decision process prior to suspension or exemption from school for these "hard core" youth. It will be a place to which youth may be assigned to rather than completely separating them from school involvement and educational programs. An additional goal will be to place these youth in "work stations" to provide them with initial and protected work experience.

The entry into a guidance and adjustment center by dropouts is a strategy to facilitate and rekindle the interests, attitudes and behavior patterns of youth who have little self-confidence remaining in their own abilities.

Group and individual counseling techniques will be explored to assist the students to face issues concerning their educational and life goals.

The specific curriculum will offer them the opportunity to increase their academic ability in English, reading, writing, spelling and mathematics.

The student body will be selected from the present 1964-65 school dropouts. They will be invited to enter this center. Attendance will be during the morning periods only. The curriculum will include a daily period of mathematics, English language skills, reading and spelling. The specific instruction during this period will be based on individual needs.

H. Improving the Holding Power of Urban High Schools

The proposal is to launch an intensive attack on the dropout problem in Oakland in the three areas of need. These three components will consist of: information about dropouts, curricular experimentation, and improved counseling systems. Facilities, staff, and consultants would be furnished so that counselors could begin both to gather the necessary facts about dropouts and to initiate experimentation with new programs for either holding pupils in school or helping them with the transition to employment.

1. Information about dropouts
    a. Census takings
    b. Information and gathering
    c. Follow-up activities
2. Curricular experimentation
    a. Material development
    b. Methods aimed at "holding" the potential dropout
    c. Combinations of above
3. Improved counseling systems
    a. Drop-in counseling services
    b. After-hours counseling centers
    c. Vocational-trade, technical, academic course
    d. Use of video tape counseling sessions for visual feedback and developing self-images.

4. Produce curriculum materials
   a. Develop teacher-pupil materials which realistically attempt to solvve problems faced today.
   b. Examine guides for those matters which need greater emphasis.
   c. Produce courses of studies and learning aids to assist students and teachers become more successful.
   d. Adopt teaching machines to local needs.
   e. Develop publications in this area.
   f. Produce books which supplant the present juvenile reading materials available to the non-reading young adult.
5. Program development emphasis
   a. Speaking-listening language development - linguistic approaches
      (1) record language patterns used
      (2) develop means to assess them
      (3) institute programs to change patterns
   b. English taught as aural-oral - language labs
      (1) provide better facilities and programs for teaching
      (2) provide basic language skills
      (3) provide carrels for independent study
      (4) provide substitute time for teacher institutes.
6. Differentiated school programming
   a. Selected schools will experiment with various plans of organization, flexibility of course offerings, and student opportunities in order to obtain additional and specialized programs.
   b. Elementary schools will have ungraded primary and departmentalized upper grade classes. Specialist teachers will be provided for the departmentalized instruction.

6. continued

c. Secondary schools will emphasize flexibility in programming and course offerings. Speaking-listening language development programs will be initiated, based on the fundamental of linguistic knowledge.

7. Extension of School Day and Year

It is proposed to operate various extensions of the school day and year. This will include specialized instruction and/or tutoring in fields of specialized interests such as fine arts, literature, sciences and humanities offerings. A longer school day, summer programs, small group instruction, teacher assistants and tutoring programs, the aid of specialists, the use of diagnostic instruments, and the development of more effective instructional materials shall all contribute to further education and development of the students.

8. Fine Arts Opportunities

Coordinated activities with the Junior Museum of Arts, and the Mills College classes for the young will provide Saturday classes as an outreaching activity to this pool of talented students. It is hypothesized that this program will provide the structure for the establishment of an institute or a school of fine arts.

I. Massive Health Services

The health status of the majority of children in our lower socio-economic area schools is a serious handicap to their potential educational capacities. Their learning will be enhanced to the degree that maximum health is restored. The school has a major responsibility in developing children who are healthy in body and in mind.

It is proposed that the school district, in cooperation with appropriate agencies, become engaged in a coordinated attack on student health problems and conduct educational health and referral services in and out of school sites.

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